

2019 March Moderation - Report



Meeting Details

Meeting took place in:

North

AM or PM session?

PM

Which PM Meeting is this report for?

HASS - Modern History Level 3

Moderation Leader Name

Colin Richards

Moderation Leader Email

colin.richards@education.tas.gov.au

Minute Keeper

Sarah Farrow

Minute Keeper Email

sfarrow@mrc.tas.edu.au

Attendance

Please enter the name and school for all attendees. This can be copied and pasted from the registration list sent to the Moderation Leader.

Apologies/absences - please enter the names of teachers and their schools who appeared on the moderation leaders list who did not attend the meeting.

David Barber	Launceston Christian School
Sarah Farrow	Marist Regional College
Katy Gorlick	Scotch Oakburn College
Gail Harris	Launceston Church Grammar School
Carl Hinde	Launceston College
Amanda Pitt	Oakwood Education Trust
Colin Richards	Hellyer College
James Steenson	Leighland Christian School
Leanne Stones	

no

Moderation Details for Calibration - Sample 1

Sample 1 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 4 = Overall, Element 1, Element 2, Element 5
 Criterion 7 = Overall, Element 1, Element 2, Element 6, Element 7

Sample 1 - What rating (or ratings) has the group assigned this sample?

Cr 4: C-, Cr 7: t+

Sample 1 - What evidence supports the rating (or ratings) the group has given?

One use of evidence and referring to some events and motivations. Not long enough to introduce or develop historiography

Sample 1 - What evidence would you need to see in order to assign a higher rating (or ratings)?

Fully developed essay. Line of argument developed with reference to a range of historical interpretations to support student assertions

Sample 1 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

Students must refer to historiographical interpretations etc.

Moderation Details for Calibration - Sample 2

Sample 2 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 4 = Overall, Element 1, Element 2, Element 5
 Criterion 7 = Overall, Element 1, Element 2, Element 6, Element 7

Sample 2 - What rating (or ratings) has the group assigned this

Cr 4: A, Cr 7: A.

sample?

Sample 2 - What evidence supports the rating (or ratings) the group has given?

Great use of evidence, incorporated well within writing. Discussion surrounding the difficulties of addressing commentators for such a modern topic in Terrorism but made a valiant effort

Moderation Details for Calibration - Sample 3

Sample 3 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 4 = Overall, Element 1, Element 2, Element 5
 Criterion 7 = Overall, Element 1, Element 2, Element 6, Element 7

Sample 3 - What rating (or ratings) has the group assigned this sample?

Cr 4: B, Cr 7: B.

Sample 3 - What evidence supports the rating (or ratings) the group has given?

Lacking critical analysis of evidence; Too focussed on unnecessary events - beginning & end asked for the question; contextual framework that influences interpretations (origins etc.) not present

Sample 3 - What evidence would you need to see in order to assign a higher rating (or ratings)?

More depth and analysis of the key ideas and arguments of others

Sample 3 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

Avoiding discussion of unnecessary information. Staying focussed on the question and being succinct

Moderation Details for Calibration - Sample 4

Sample 4 - Please identify each criterion being moderated and IF

Criterion 4 = Overall, Element 1, Element 2, Element 5
 Criterion 7 = Overall, Element 1, Element 6, Element 7

SELECTED the elements within that criterion

Sample 4 - What rating (or ratings) has the group assigned this sample?

Cr 4: C+, Cr 7: B-

Sample 4 - What evidence supports the rating (or ratings) the group has given?

Similar to previous sample but not as an extensive range of evidence. Less information but more contextual discussion i.e. Lacking critical analysis of evidence; Too focussed on unnecessary events - beginning & end asked for the question; contextual framework that influences interpretations (origins etc.) not present

Sample 4 - What evidence would you need to see in order to assign a higher rating (or ratings)?

More depth and analysis of the key ideas and arguments of others

Sample 4 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

Avoiding discussion of unnecessary information. Staying focussed on the question and being succinct

Planning for September Moderation 2019 - Statewide Samples

For all courses please nominate the criteria and elements (if desired) for moderation.

Cr. 3 and Cr. 5

State the name of the person who will be providing the samples for September moderation.

Teachers to provide copies of borderline mid year exam responses.

Email address of the person providing the samples for September moderation

colin.richards@education.tas.gov.au

Sharing Resources

Course Support

Please provide details of any future focus and ways forward you would like Curriculum Services to consider in relation to this course:

- Can we narrow down time frames for Section C (Cold War, Terrorism etc.) - to allow more time for analysis of commentators rather than covering content and events - makes it really difficult for students to know how to not just describe the historical schools of thought but be able to discuss origins and motivations and synthesise an argument
- Drivers of Change still a confusing terminology for Section A, particularly for new teachers
- Suggestions - exam structure could be changed, stimulus material could be utilised - i.e. political cartoons could be analysed for Section A, excerpts from speech. Would also discourage rote essay writing.
- Discussion about creating a collection of past samples from moderation to show new teachers examples at each mark range.